



Barnard College	Columbia University	New York University
Ms. Park	Ms. Hildebrand	Ms. Severino

Monday
April 26

Name:

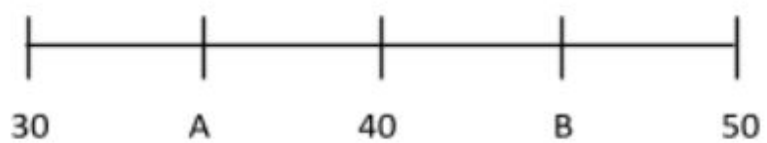
Concept development:

Problem 1:

1a.



1b.



Problem 2:

2.

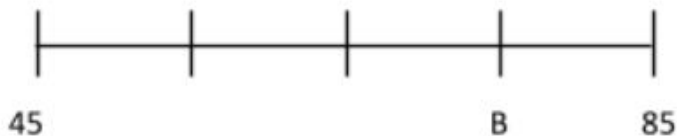


Problem

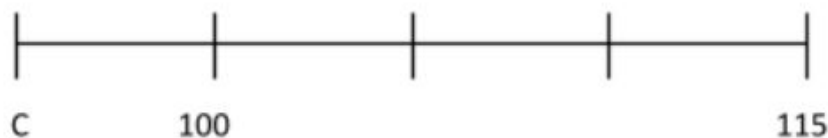
3.



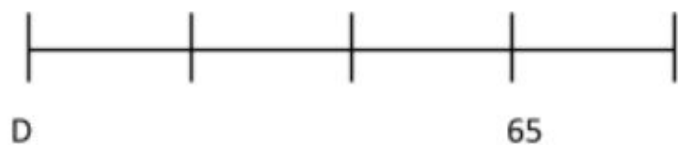
4. Find the value of Point B on the number line.



5. Find the value of Point C on the number line. What is the difference between the two endpoints?



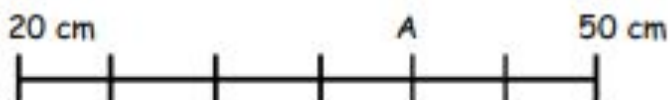
6. Find the value of Point D on the number line. Each hash mark represents a value of 10. What is the distance between the two endpoints?



Name _____ Date _____

Find the value of the point on each part of the meter strip marked by a letter.
For each number line, one unit is the distance from one hash mark to the next.

1.



Each unit has a length of _____ centimeters.

A = _____

2.



Each unit has a length of _____ centimeters.

B = _____

3.

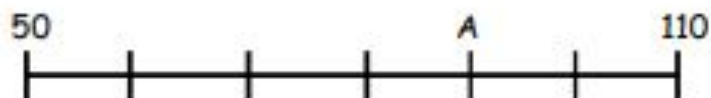


Each unit on the meter strip has a length of _____ centimeters.

C = _____

Name _____ Date _____

Find the value of the point on each number line marked by a letter.



1. Each unit has a length of _____ centimeters.

A = _____



2. What is the difference between the two endpoints? _____

B = _____

Name: _____

Date: _____

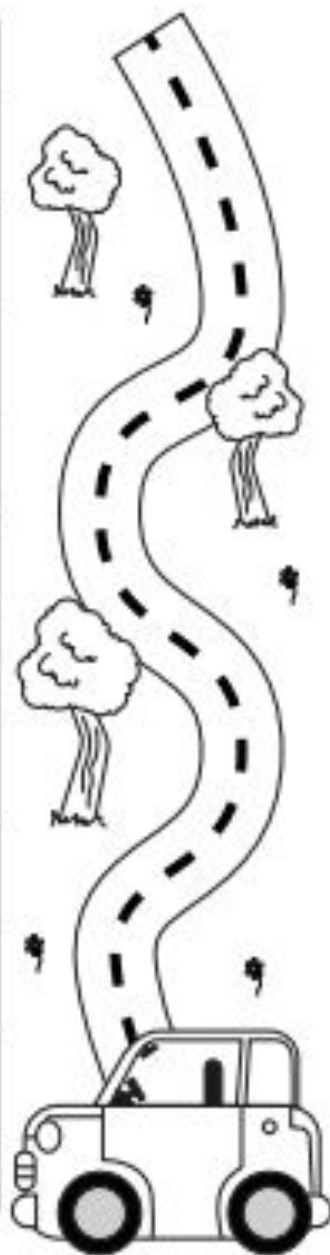
Rd. Abbreviation Match-Up

Look at each complete word. Find the abbreviation that matches it and write it on the line next to each word. Use the word bank to help you.

Abbreviation Word Bank

yr.	Nov.	gal.	Dr.	Mon.	Wed.
Apr.	Pres.	kg.	Blvd.	Ln.	Feb.

Word	Abbreviation
Example: Wednesday	Wed.
Drive	
President	
year	
Monday	
November	
gallon	
Boulevard	
February	
Lane	
kilogram	



Think about a time when you might use an abbreviation. How could you use an abbreviation?

Name: _____

Date: _____

Abbreviation Match

Draw a line between the word and its abbreviation.

October	Mr.
inch	tsp
Mister	Ave.
Friday	Oct.
teaspoon	Dr.
centimeter	St.
Avenue	Jan.
January	in
Street	Fri.
Doctor	cm





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Tuesday

Concept development:

Problem 1: Use the number line below to show your work

1a. Show 20 yards more than 35 yards



1b. Show 15 more than 45



1c. Show 50 yards more than 60 yards (using units of 10)



1d. Show 30 more than 85 (Using units of 5)



Problem 2: Use the number line below to show your work

2a. Show 15 feet less than 55 feet



2b. Show 15 less than 45



2c. Show 20 yards less than 90 yards (using units of 10)



2d. Show 30 less than 115 (Using units of 5)



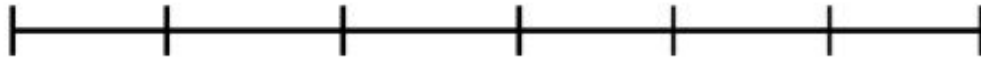
Name _____

Date _____

1. Each unit length on both number lines is 10 centimeters.

(Note: Number lines are not drawn to scale.)

- a. Show 30 centimeters more than 65 centimeters on the number line.



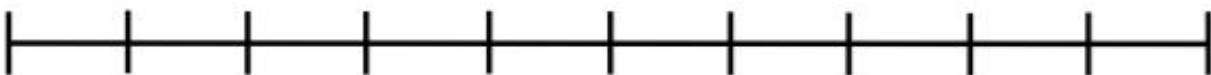
- b. Show 20 centimeters more than 75 centimeters on the number line.



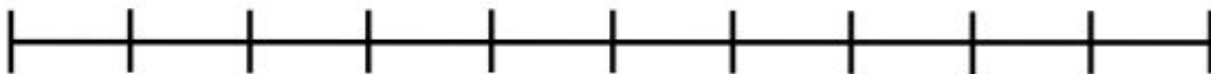
- c. Write an addition sentence to match each number line.

2. Each unit length on both number lines is 5 yards.

- a. Show 25 yards less than 90 yards on the following number line.



- b. Show 35 yards less than 100 yards on the number line.



- c. Write a subtraction sentence to match each number line.

Name _____

Date _____

Each unit length on both number lines is 20 centimeters.

(Note: Number lines are not drawn to scale.)

1. Show 20 centimeters more than 25 centimeters on the number line.



2. Show 40 centimeters less than 45 centimeters on the number line.



3. Write an addition or a subtraction sentence to match each number line.

Name _____

dish

dishes

lunch	beach	box
bunch	itch	fox
patch	kiss	quiz
tax	dish	wrench
watch	latch	buzz
gas	class	brush
bush	glass	sketch
mix	marsh	ax



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Wednesday

Name _____

Starts
with a
vowel

Same
middle
sound

Same
first
letter

Example: above

Example: seen

Example : gone

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gone	deep	them
even	up	and
across	each	how
any	then	us
each	who	had
with	will	after
about	again	eat
end	whole	above
when	away	seen
were	has	now



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Thursday

Key Events & Details

Things happen in every story.

Events are actions or things that happen.

Events move the story along.

Some events are more important than others.

- A **key event** answers the question "What is an important thing that happens?"
- **Details** tell more about a key event.

Note-Taking Guide



main idea



connection



key detail

surprising detail

underline



unfamiliar word,
phrase, or content

"I understand"

Reading A-Z

Rusty Stones

Read the science fiction story.

Then follow the directions in the Text Marking box.

Willa couldn't believe her eyes. There was a giant hole on her farm. Only the night before, tall corn had grown there. "What happened?" wondered Willa. She got off her tractor to explore the hole. Willa walked all the way around it. She saw packed dirt and rust-colored blobs of stone.

Slowly Willa stepped into the strange hole to grab a small stone. How heavy and warm it felt! Suddenly the stone began to jiggle in her hand. A squeaky voice cried, "KLEEP!" Willa looked more closely. She saw a crack that was bright purple inside. She noticed that the other rusty stones had the same look. They were also jiggling.

"What?" Willa thought. "Did a fleet of tiny spaceships crash into my farm?"



Text Marking

Think about the events in the story.



Circle two key events that happen.



Underline one detail about each event.

Rusty Stones

► Answer each question. Give details from the story.

1 What surprised Willa first about the rusty stones?

- A. They could speak. C. They looked like spaceships.
 B. They were heavy and warm. D. They covered her cornfield.

What helped you answer? _____

2 What did Willa think had happened at her farm?

- A. Tiny spaceships had landed. C. The corn turned purple.
 B. There was a bad storm. D. Her tractor broke down.

What helped you answer? _____

3 Look at the picture. Which part of the story does it show? Explain.

4 A voice cried, "KLEEP!" What might that word mean?



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Friday

Main Idea & Details

You read to find out things. Some things are more important than others.

- The **main idea** answers “Who (or What) is this about?”
- The **main idea** is the most important point in the paragraph. Look for a sentence that tells the main idea.
- **Details** add facts about the main idea. Details tell more about the main idea.

Note-Taking Guide



main idea



connection



surprising detail

underline

key detail



unfamiliar word,
phrase, or content

“I understand”

Reading A-Z

No Teeth? No Problem!

Read the nature article.

Then follow the directions in the Text Marking box.


The giant anteater has a perfect name. It's very big, and it eats ants—thousands of them a day. And it doesn't even have teeth!


This animal's head fits its needs. It has a **keen** sense of smell. It sniffs out an anthill with its powerful nose. Then it uses its sharp claws to open a hole in the anthill. Now its long, wormlike tongue gets busy. The anteater pokes its tongue deep into the hole. Ants stick to it. The anteater snaps its tongue back into its mouth. It scrapes the ants off and swallows them whole.

But feeding like this isn't easy. Ants sting the tongue. So the anteater must stop to rest it after a minute or so. It goes back later for more, after its tongue stops hurting.

Text Marking

Find the main idea and supporting details.

 Circle the main idea in each paragraph.

 Underline supporting details for each main idea.



A giant anteater



Its long tongue

No Teeth? No Problem!

► Answer each question. Give details from the article.

- 1 Which is the most important topic of the article?
- A. living without teeth C. kinds of tongues
- B. insects that sting D. giant anteaters

What helped you answer? _____

- 2 The author says that the giant anteater has a **keen** sense of smell. Which word means about the same as **keen**?
- A. weak B. strong C. unusual D. surprising

What in the text helped you answer? _____

- 3 Why does the author say that the giant anteater has a perfect name?

- 4 Look at the picture of the giant anteater. How do its body parts help it get food?



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ELA

April 26-28

Name:

The Crow and the Pitcher

The crow had been flying all day, and she was very thirsty. She came across a **pitcher** that was half full of water. She could not reach the water in the pitcher to drink. Her beak could not reach down the neck of the pitcher. She tried tipping the pitcher, but it was too heavy. She saw that there were pebbles all over the ground. She began to drop pebbles one at a time into the pitcher. It took a very long time, but the water rose to the top. Then she drank all the water she wanted.



Moral: Doing things little by little is just as good as doing things all at once.

Title:

Beginning

Characters

Setting

Middle

Problem or Challenge

Response to the problem

End


Is the problem solved? How?

Central
Message

What is the lesson or central message in this story?

Today you will be writing a paragraph to recount the fable “The Crow and the Pitcher”

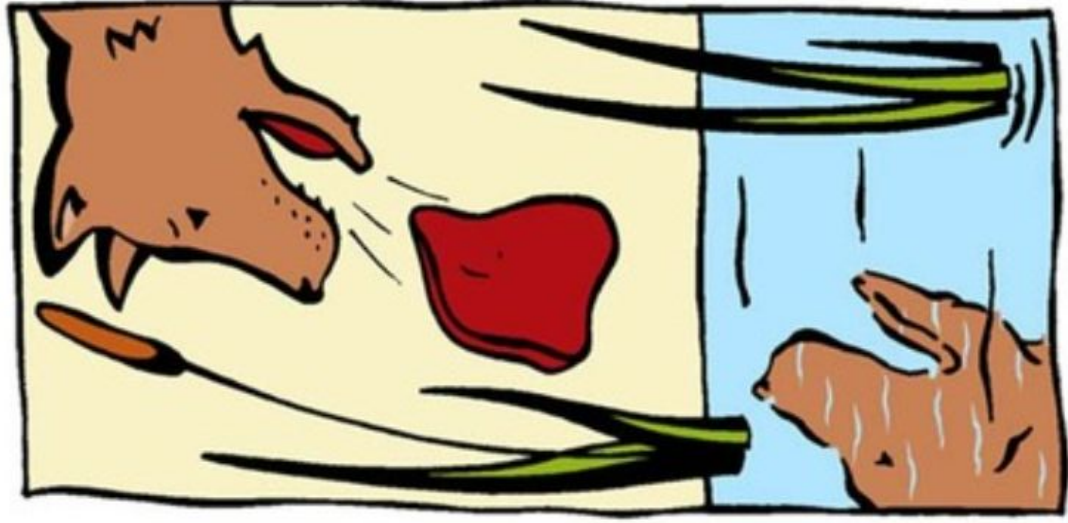
- ❖ Follow these steps, check them off as you complete.

	Write a sentence to tell the title, setting, and main characters.	
	Write a sentence about the problem or challenge in the story.	
	Write a sentence about how the characters respond to the problem or challenge.	
	Write a sentence telling if the problem was solved or not. If it was, write about the solution.	
	Write a sentence to tell the central message of the story.	

The Dog and His Reflection

A dog was walking across the bridge over a stream. He had a nice piece of meat in his mouth. He looked down. He thought that he saw another dog. He thought the other dog had meat, too. He **snapped** at the meat in the dog's mouth. His own meat fell into the water. Then he realized it was not another dog after all. It was only his reflection.

Moral: If you are always **greedy** for more, you might lose what you already have.



Title:

Beginning

Characters

Setting

Middle

Problem or Challenge

Response to the problem

End


Is the problem solved? How?

Central
Message

What is the lesson or central message in this story?

Today you will be writing a paragraph to recount the fable “The Dog and His Reflection”

- ❖ Follow these steps, check them off as you complete.

	Write a sentence to tell the title, setting, and main characters.	
	Write a sentence about the problem or challenge in the story.	
	Write a sentence about how the characters respond to the problem or challenge.	
	Write a sentence telling if the problem was solved or not. If it was, write about the solution.	
	Write a sentence to tell the central message of the story.	

